Curriculum: Which Approach?

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The technical and scientific approach (Ornstein & Hunkins, 2009, pp. 212-213) parallels the biological principle that emphasizes structure determines function. The curriculum developer prioritizes what the students will be learning from a specific subject matter and the explicit goals and objectives the students must achieve. In addition, the curriculum developer would plan for the structuring of the learning environment that would be conducive for student learning. Also, the plan incorporates staff participation and requires appropriate supplies and materials. The students learning experiences create the various forms of strategies for processing knowledge. The curriculum developer designed this approach by using the scientific model which requires observing and monitoring of components. These components are subject matter, objectives, learning experiences, and evaluation. The components are organized to promote the acquisition of knowledge. The process of teaching the subject matter, such as reading/language arts, mathematics, and science on a daily and weekly schedule, would help the students achieve their goals and objectives. The curriculum is designed with a time frame when these goals and objectives are to be achieved. When implementing the curriculum, various strategies would be used in teaching the subject matter. The function is the order and sequence as to when and what textbooks, workbooks, recording tapes, videos, supplies, and materials are introduced to the students. Eventually, the curriculum could be evaluated and as on students' knowledge.

On the other hand, the nontechnical-nonscientific approach (Ornstein & Hunkins, 2009, pp. 220-221) resembles the architectural principle that indicates form follows function. The

curriculum developer takes into consideration the types of students that would greatly benefit the learning process. The curriculum is transposed to the student but still retain the basic components. The components are subject matter, objectives, learning experiences, and evaluation. The curriculum developers would address and design the function as stated goals and objectives. In this approach the curriculum developer uses the students' uniqueness as the form of the curriculum rather than using subject matter. The use of activities becomes the learning experiences for the students. Unlike the other approach, where there is a time frame for the subject matter, this approach has no particular time frame because the curriculum is always evolving. The important concept is that the students are actually creating and participating in their own learning process. In developing the curriculum, consideration must include that the objectives have no end results since many students would likely venture onto another interest without completing the last objective. Due to the nature of the students' uniqueness, it would be impossible to measure their goals and objectives.

These two major approaches are different and distinct. Both the technical and scientific approach and the nontechnical-nonscientific approach are used in our educational system. The former is commonly used in our schools. On the other hand, the nontechnical-nonscientific approach would be an option for the schools to select for their students.

References

Ornstein, A. C., & Hunkins, F. P. (2009). *Curriculum: Foundations, Principles, and Issues* (5th ed.). San Francisco: Pearson Education, Inc.